

Miss Kay
Head of Art

Project Objectives:

- Both A Level Courses consist of 60% Course-work and a 40% Externally Set Examination.
- Students will experiment with a range of ideas, processes and techniques when investigating the theme of 'LIGHT'. The first half term will be focusing on a series of set tasks related to the topic—the tasks will allow students to experiment with a range of processes and materials. Students will then critique their own work and will have an official review of their work before the half term break. The review will identify areas required to pursue personal interests and choices for the second half of the term.
- Students will pursue the topic to a conclusion (Final Piece) completed (and reviewed) by the Christmas break. During each formal review, students will identify areas for personal research projects.

Scheme of Work—Here

Week	1
Introduction to GCE Level Art and Photography, + Assessment Objectives.	
Week	2 – 6
OBSERVATIONS	
Week	3 – 6
EXPERIMENTATION	
Week	6-7
FORMAL REVIEW	
Week	7-12
PERSONAL PROJECT	
DEVELOPMENT—CONCLUSION REQUIRED	
Week	13
Discuss personal project themes	



Year 12 Autumn Term 'LIGHT'

Curriculum Map

Sept 2020

A Level Art & Photography - Personal Project

The first year of the Art GCE A Level syllabus is about the development of skills and of strong portfolios appropriate to our students chosen further education options.

In the first lesson we will look at the 4 Assessment Objectives (AQA) — it is imperative that the students can see a recent successful portfolio of work and strive to achieve and surpass their target grade and identify the processes and techniques that are available and which have not yet been tried.

The four assessment objects, or AOs, are:

AO1 - Artistic references—sources of theoretical investigations.

AO2 - Processes and techniques and development of ideas.

AO3 - Observational Studies—recording, and evidencing, experiences related to ideas.

AO4 - Final Piece/Conclusion—purely personal. How do you create a conclusion based on all learning?

Students will engage in extensive research (First Half Term) based on their own experiences of 'LIGHT'.



Literacy, Numeracy, ICT and the COWLEIAN VALUES

Literacy

Art lessons are based around the development of a specialized language; discussions, exchanges, documentation and identification of detail are the fundamental tools used to explain ideas. Students must use their specialized language skills when demonstrating their understanding of the core values learnt. A high level of analysis expected.

Numeracy

The identification of problems and the

organization of identifying possible solutions is integral to the process of accurate recording using observational studies. The ability to calculate and interpret ratio and proportion is taught at all levels—increasing in its complexity with each task, and level.

ICT

The use of ICT is integral to the delivery of the lessons. Therefore, students develop an understanding of the correlation between the 2 subjects. It is important for the

students to know that the use of ICT increases throughout the year. The understanding of CEOPs is vital to the safety of the children when using ICT.

COWLEIAN

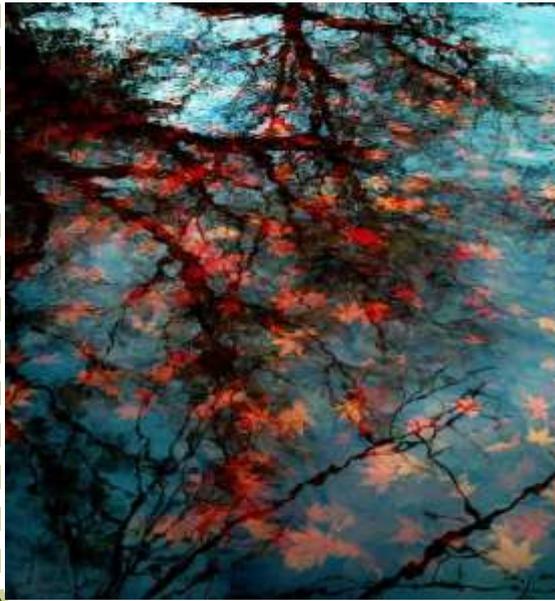
The study of Art at A Level is perfect when introducing and promoting the qualities of the COWLEIAN. Students will be, exposed to an enormous variety of arts and crafts from many different cultures. Students will be encouraged to develop their knowledge through personal investigations and communicate and assist through the use of annotation, and thorough analysis.

LIGHT - Using Photography as an observational tool

“No art is less spontaneous than mine. What I do is the result of reflection and the study of the great masters.”

Edgar Degas

(1834—1917)



To catch a viewer's attention, an artist must consider several factors:

- Quality*
- Accuracy*
- Readability*
- Aesthetics*

Artists

Reading List for all creative subjects:

- Simon Scharmer—The Power of Art
- Austin Kleon - Steal Like an Artist
- John Berger—Ways of Seeing



Ideas for starters

Light art or luminism is an applied **art** form in which **light** is the main medium of expression. It is an **art** form in which either a sculpture produces **light**, or **light** is used to create a "sculpture" through the manipulation of **light**, colours, reflections, and shadows.



What kind of artist are you?



Graphic Artist?



Painter?



Photographer?



Textile Designer?

Whatever you decide you are - remember the key word is 'Quality!' To succeed at A Level, you must address the 4 Assessment Objectives with quality work; Your grade depends upon it! You have to amass evidence which proves to have created a piece of work proving that you have learned from your experiences, artists' research and your own experimentations with a range of media.

Galleries to explore - Check out the websites...

- Tate Modern, London
- Tate Britain, London
- Tate North, Liverpool
- MOMA- New York
- National Gallery, London
- National Portrait Gallery, "
- Foam - Amsterdam
- Les Douches Galerie - Paris
- Le Louvre - Paris
- Musee D'Orsay - Paris



Media

'Media', as you know, is the plural of 'Medium'. When we talk of experimenting with a range of media, we expect you to challenge yourself to work with a wide range of materials to discover which you like best and over which you have most control. Once these experiments have taken place, you are expected to master this technique in order that your idea development and your work shows

your progress. Once again we are reminded of the key word, 'Quality'.

One essential tool for A Level Art is a camera. Every student need access to one for the purpose of recording their observational studies. Thankfully, many people have cameras on their phones and these can be fine, but a separate camera is so much better.

Photographs must be printed and placed into sketch-books **in your own time!** - you will save a fortune if you use the college's printer! Studio time is for idea development and processes and techniques, **not** for printing and designing titles for your work sheets!

The studio is yours - keep it tidy!



Tasks and Deadlines

Sketchbooks are the best way to evidence all of your investigations; they are affordable, compact and easily portable. Your ideas are easily developed when you can see a flow to your investigations. You can include photographs and experiments all in one place.

TASKS FOR NEW STUDENTS

Chiaroscuro is the technical term for the difference between light and dark, and the tonal changes between the two.

ONE:

COMPILE 25 PHOTOGRAPHIC EXAMPLES OF IDEAS RELATED TO EACH OF THE FOLLOWING TOPICS:

- A) Chiaroscuro on human figures.
- B) Chiaroscuro on inanimate objects (STILL - LIFE).
- C) Chiaroscuro in situ.

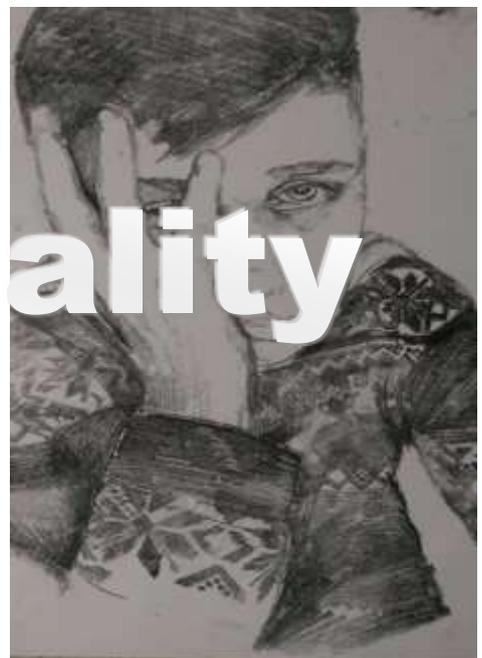
TWO

ANALYSING ARTISTS' WORK IS NECESSARY IN UNDERSTANDING HOW TO MAKE IMPROVEMENTS TO YOUR OWN PRACTICE. CHOOSING WORK BY AN ARTIST WHOSE WORK YOU ADMIRE IS IMPERATIVE AT A LEVEL.

- A) Choose 3 artists from the list provided.
- B) Provide your opinion on what you see in their work; your interpretation of the meaning. Make critical judgments about the specific works of art. i.e. whether or not you like the work and for what reasons—can you explain, using subject specific terminology, why you have this opinion?

Artists and Photographers:

1. Henri Cartier-Bresson
2. Caravaggio
3. Paula Rego
4. Robert Doisneau



Each task relates directly to the Assessment Objectives. All work is coursework. Meeting deadlines is your responsibility.